

Week: 5  
Period: 14

Date of planning: ....10/2023  
Date of teaching: ....10/2023

## UNIT 2: LIFE IS IN THE COUNTRYSIDE

### Lesson 7: Looking back and project.

#### I. OBJECTIVES

By the end of this lesson, Ss will be able to:

##### 1. Knowledge

- Review the vocabulary and grammar of Unit 2.
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

##### 2. Competences

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

##### 3. Personal qualities

- Love talking about activities in the countryside.

#### II. MATERIALS

- Grade 8 textbook, Unit 2, Looking back and Project.
- Computer connected to the Internet.
- Projector / TV.
- *hoclieu.vn*

#### III. PROCEDURES

##### 1. WARM-UP (5 mins)

###### a. Objectives:

- To create an active atmosphere in the class before the lesson.
- To lead into the revision.

###### b. Content:

- Game: "Who is quicker?"

###### c. Expected outcomes:

- Ss can remember and write the words and phrases they have already learnt correctly.

###### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Game: Who is quicker? (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the pictures and bubbles containing definition of some adjectives on the computer within 1 minute then they disappear.</li> <li>- Ss work in groups of 4 to remember and write the words within 1 minutes. Teacher calls two fastest groups to write their results on the board. The other groups cross check. The group with</li> </ul>	<b>Keys:</b> Pic 1: unloading rice. Pic 2: ploughing a field. Pic 3: milking cows Pic 4: feeding pigs Pic 5: catching fish Pic 6: drying rice. Definition 1: vast

the most correct words will be the winner. - Teacher checks the results, confirms, declares the winner and leads them to the lesson.	Definition 2: hospitable Definition 3: well – trained Definition 4: surrounded Definition 5: picturesque
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## 2. ACTIVITY 1: PRESENTATION (5 mins)

### a. Objectives:

- To help Ss review what they have learnt in Unit 2.

### b. Content:

- Revision

### c. Expected outcomes:

- Students remember what they have learnt.

### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> <li>- Teacher asks Ss to think of what they have already learnt in Unit 2.</li> <li>- Ss work in pairs to do the task. Teacher calls some students to retell.</li> <li>- Teacher confirms and leads them to do all the exercises in books.</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- What have we learnt in Unit 2?</li> </ul> <p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- words about life in the countryside.</li> <li>- the sounds /ə/ and /ɪ/ in words and sentences.</li> <li>- comparative forms of adverbs.</li> <li>- giving and responding to compliments.</li> <li>- reading about different aspects of a Vietnamese village.</li> <li>- talking about the village or town where someone lives.</li> <li>- listening to someone's opinion about life in the countryside.</li> </ul>

## 3. ACTIVITY 2: PRACTICE (20 mins)

### a. Objectives:

- To help Ss review the vocabulary of Unit 2.
- To help Ss revise the forms and uses of comparative adverbs.

### b. Content:

- Task 1: Write a phrase from the box under the correct pictures.
- Task 2: Choose the correct answer A, B, or C.
- Task 3: Complete the sentences with the comparative forms of the adverbs in brackets.
- Task 4: Underline the mistakes in the sentences and correct them.

### c. Expected outcomes:

- Students remember the vocabulary learnt.
- Students remember the forms and uses of comparative adverbs.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Write a phrase from the box under the correct picture. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss do Task 1 individually then compare their answers with their partners. Ask for Ss' answers or ask some Ss to read out their answers in front of the class.</li> <li>- Confirm the correct answers.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. ploughing fields</li> <li>2. catching fish</li> <li>3. drying rice</li> <li>4. unloading rice</li> <li>5. feeding pigs</li> <li>6. milking cows</li> </ol>
<b>Task 2: Choose the correct answer A, B, or C. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss do Task 2 individually then compare their answers with their partners. Ask for Ss' answers or ask some Ss to read out their answers in front of the class.</li> <li>- Confirm the correct answers.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. B</li> <li>2. C</li> <li>3. A</li> <li>4. C</li> <li>5. A</li> </ol>
<b>Task 3: Complete the sentences with the comparative forms of the adverbs in brackets. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to do the exercise individually. Then they can check their answers with a partner before discussing the answers as a class.</li> <li>- Teacher confirms the correct answers.</li> <li>- Remind Ss to keep a record of their original answers so that they can use that information in the Now I can ... section.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. earlier</li> <li>2. more fluently</li> <li>3. more easily</li> <li>4. more heavily</li> <li>5. harder / better</li> </ol>
<b>Task 4: Underline the mistakes in the sentences and correct them. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss do this activity individually then compare their answers with their partners.</li> <li>- Ask for Ss' answers or ask one student to write his / her answer on the board.</li> <li>- Teacher confirms the correct answers.</li> <li>- Remind Ss to keep a record of their original answers so that they can use that information in the Now I can ... section.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. as → than</li> <li>2. quicklier → more quickly</li> <li>3. more hardly → harder</li> <li>4. the earlier → earlier</li> <li>5. more highly → higher</li> </ol>

#### 4. ACTIVITY 3: PRODUCTION (PROJECT) (10 mins)

##### a. Objectives:

- To help Ss practise making their own poster about their favourite village and present their work.

**b. Content:**

- To help Ss develop the skill of working in groups to do a project.

**c. Expected outcomes:**

- Students' speaking

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> <li>- Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.</li> <li>- T has groups show their posters and present them to the class. Remember to have the "show and tell" session and vote for the best poster.</li> <li>- Students vote for the best poster.</li> <li>- Teacher gives feedback.</li> </ul>	<p><b><i>Suggested outcome:</i></b> Students' posters &amp; presentations</p>

**5. CONSOLIDATION (5 mins)****a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Students' workbook

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